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ABSTRACT

Geared mainly for educational library/media specialists, this publication explains the utility of the Educational Resources Information Center (ERIC) to educational institutions and practitioners. Included are a directory of ERIC clearinghouses and other units; an introduction to the ERIC indexes, "Resources in Education" and "Current Index to Journals in Education"; and instructions for doing a manual search of ERIC. Methods of obtaining ERIC materials, the computer search process, and the standards for submitting documents for inclusion in ERIC are also outlined. Selected lists of related print and audiovisual materials and of associations and agencies involved with educational information handling are attached. (PF)

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ERIC:

WHAT IT CAN DO FOR YOU/HOW TO USE IT

by

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ERIC Clearinghouse on Information Resources

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INTRODUCTION

This publication is geared mainly for educational library/media specialists who wish to use ERIC in their professional capacities, and who wish to teach others to use ERIC.

The staff of the ERIC Clearinghouse on Information Resources has prepared this publication as part of a training package used for professional education classes. However, this section has been designed to stand alone as a complete learning tool concerning the Educational Resources Information Center (ERIC).

Credit for portions of this publication should be given to the following: A Brief Introduction to ERIC, prepared (1974) by Maxine Sitts, ERIC Clearinghouse on Information Resources; *Information Services: What, Where, How, and When,* prepared by the Task Force on School Library Media Information Services Clearinghouse, State School Library/Media Supervisors Association, 1973; *ERIC: A Profile,* National Institute of Education, 1974; and *How to Use ERIC,* National Institute of Education, 1974.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Department of Librarianship of San Jose State University for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Department of Librarianship of San Jose State University or the National Institute of Education.

1. ERIC: WHAT IT CAN DO FOR YOU

ERIC, the national Educational Resources Information Center, is operated by the National Institute of Education of the Department of Health, Education and Welfare as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 100,000 unpublished, hard to find documents on all phases, levels, and subject areas of education.

What can ERIC do for you and your place of learning?

It can help *school administrators* identify new and significant educational developments. By reading ERIC materials, they can learn how to apply new management tools and practices to your local situations. Or they can obtain latest research data on which to base budget estimates.

It can help *teachers* find the latest information on preservice and inservice education. They can learn about new classroom techniques and materials. Or they can learn more about "how to do it" projects for personal and professional development.

It can help *researchers* keep up to date in their fields of interest. It can help them to avoid duplicating research efforts by checking ERIC files. They can obtain full-text research documents at minimal cost.

It can help *library/media/information specialists* compile bibliographies on specific educational topics. They can search ERIC files themselves to find answers to specific inquiries. They also can locate and order documents for local information centers.

It can help *local professional organizations* assist their members in keeping abreast of recent developments in all fields of education.

It can help *students* in your organization gain access to the latest information needed to prepare term papers, theses, and dissertations. Or they can obtain information on career development or build their own low-cost libraries on education.

How does ERIC do all this? By making available an extensive data bank of "fugitive" educational materials—materials that your teachers, media specialists, librarians, administrators, and students wouldn't easily be able to find through standard reference sources. ERIC's specialty is noncopyrighted, unpublished educational materials such as project reports, speech texts, research findings, locally-produced materials, and conference proceedings.

ERIC uses a nationwide system of Clearinghouses (listed in Section 2) to seek out, gather, coordinate, index and catalog these materials. ERIC then helps you read and benefit from the materials by offering two unique services:

1. First, ERIC provides readable, medium-length abstracts of all materials. These abstracts are available in monthly catalogs at many educational libraries, information centers, and departments of education. The catalogs also are available on computer tapes.
2. Second, ERIC provides inexpensive microfiche of the complete text of many noncopyrighted and unpublished materials. The microfiche can be ordered for personal libraries; it also is available at most education

libraries and information centers. (See Section 3 for more details.)

A word of warning.

ERIC is not for every teacher, administrator and student. ERIC is designed for the motivated person who is willing to spend ten minutes to learn how to benefit from a system that offers access to a collection of over 100,000 documents which grows at a rate of 1,000 each month.

Once a teacher, administrator or student has spent some time learning how to use ERIC, he/she will find that ERIC can be of help in nearly every educational project, search, or questioning (See Sections 4 and 5 for more details.)

To recap on some of the important points about ERIC:

- **It is for the motivated educator who's willing to learn some simple searching techniques.**
- **Unlike many indexes to materials, ERIC gives you access to many of the actual documents themselves at low cost.**
- **The optimum value of ERIC is achieved when you are willing to use microfiche, which involves a microfiche reader. ERIC can help your place of learning obtain a low-cost easy to store library, through microfiche. The same holds true for personal libraries of your teachers.**
- **ERIC has materials that your teacher or administrator can't easily find or obtain anywhere else.**
- **ERIC enables your teachers and administrators to learn from others like themselves in the field.**
- **ERIC specializes in unpublished, noncopyrighted materials which cannot be located through standard reference sources.**

ERIC is for the motivated teacher or administrator. But, for the less-motivated, there are ways of easing the access to ERIC. Many local information centers and other institutions offer free or low-cost computer searching of ERIC. Your teacher lets someone at the computer-search facility know his/her needs, and the center provides a computer printout of all relevant ERIC materials. (See Section 6 for more details.)

One last word. ERIC stresses a partnership between it and the educator. This partnership extends to your teacher or administrator submitting materials for inclusion into the ERIC system. Anyone who uses ERIC realizes the value of learning from others' experiences. To keep the ERIC system functioning, your teachers must be encouraged to write up and submit their projects, speeches, and other materials to ERIC. (See Section 7 for more details.)

2. DIRECTORY OF ERIC CLEARINGHOUSES AND RELATED UNITS

ERIC was established by the U.S. Office of Education (OE) in the mid-1960s when the literature of education was relatively uncontrolled. At that time, research reports submitted to OE by contractors and grantees usually received scattered distributions and soon disappeared. ERIC was designed to correct this situation by providing a more solid base for spreading acceptance and use of worthwhile educational developments.

Because of the decentralized nature of U.S. education, ERIC designers decided on a *network* of clearinghouses rather than a single monolithic center in Washington, D.C. These Clearinghouses were based in host organizations (mainly universities and professional associations) which were well established and had good contacts with practitioners and researchers in their respective fields. Contracts developed with these units gave them responsibility for acquiring, critiquing, and selecting all documents in their subject areas, as well as for cataloging, indexing, and abstracting them. This scheme has worked well. Over time, the Clearinghouses appear to have done a better job of ferreting out and processing the current literature of education than would ever have been possible through a single center.

But decentralization alone was not expected to provide all the answers. To develop data base reference resources and related services, and to generate information products needed, the separate Clearinghouses had to be integrated through a central computerized facility capable of serving as a "switching" center for the entire network. This centralized data base enables those who use ERIC to have access to data and products covering the full range of education.

The following directory provides annotations concerning Clearinghouse and service unit titles, addresses, telephone numbers, administrative heads, and functions of national, field, and supportive service units related to the Educational Resources Information Center (ERIC) system as a whole.

Central

ERIC Central (Educational Resources Information Center), National Institute of Education, Office of Dissemination and Resources, Washington, D.C. 20208. (202) 254-5555. Charles Hoover, Chief. Maintains the coordinating staff for the ERIC System; develops policies; monitors budgets; reports on system activities, accomplishments, and needs.

Clearinghouses

Each of the sixteen Clearinghouses specializes in a particular subject area of education, and is responsible for collecting all relevant unpublished, noncopyrighted materials of value in that area. The overviews that follow list subject areas of each Clearinghouse. More detailed descriptions of subject coverage and activities can be obtained from the Clearinghouses themselves.

ERIC Clearinghouse on Career Education (CE), Northern Illinois University, 204 Gabel, DeKalb, Ill. (815) 753-1251. David V. Tiedeman, Director. Career educa-

tion, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills. Adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of inservice training, relating to occupational, family, leisure, citizen, organizational, and retirement roles. Vocational and technical education, including new subprofessional fields, occupational psychology, occupational sociology, manpower economics, employment, industrial arts, and vocational rehabilitation (for the handicapped, mentally retarded, prisoners, discharged military, etc.). Local, state, national, and international career education policy.

ERIC Clearinghouse on Counseling and Personnel Services (CG), University of Michigan, School of Education Bldg., Rm. 2108, E. University and S. University Sts., Ann Arbor, Mich. 48104. (313) 764-9492. Garry R. Walz, Director. Counselors and personnel workers, their preparation, practice and supervision at all educational levels and in all settings; the use and results of personnel procedures such as testing, interviewing, group work, and the analysis of the resultant information relating to the individual and his environment; the theoretical development of counseling and guidance; the nature of pupil, student, and adult characteristics; descriptions of educational, occupational, rehabilitation, and community settings; the types of assistance provided by personnel workers in such areas as education and career planning, parent and family consultation, teacher consultation and student activities; problems of aging; dropout identification, prevention, and rehabilitation; counseling with special population groups, e.g., prisoners, women, youth groups, minority groups, pregnant teenagers, alcoholics, and drug abusers; drug education; sex education.

ERIC Clearinghouse on Early Childhood Education (PS), 805 W. Pennsylvania Ave., University of Illinois, Urbana, Ill. 61801. Lilian G. Katz, Director. (217) 333-1386. Prenatal factors; parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children, including teacher preparation, educational programs and curricula related community services, groups and institutions, administration, and physical settings as well as theoretical and philosophical issues.

ERIC Clearinghouse on Educational Management (EA), Library (South Wing), University of Oregon, Eugene, Ore. 97403. (503) 686-5043. Philip K. Piele, Director. Administration of education (theory and practice at elementary and secondary levels); management, leadership, and structure of public and private educational organization; preservice and inservice preparation of administrators; processes of administration (finance, planning; personnel, law, etc.); educational organizations (methods and variations, change, social context). Educational facilities at all levels (sites, buildings, equipment); planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities; advancing educational programs via facilities and plant; influences of the physical environment on learning.

ERIC Clearinghouse on Handicapped and Gifted Children (EC), CEC Information Center, The Council for Exceptional Children, 1920 Association Dr., Reston, Va. 22091. Donald Erickson, Director. (703) 620-3660. The education of children and youth deemed exceptional: the gifted, the aurally handicapped, visually handicapped, mentally handicapped (retarded), physically handicapped, socially maladjusted, emotionally disturbed, speech impaired, learning and neurologically disabled, homebound

and hospitalized, and the multihandicapped; behavioral, psychomotor, and communication disorders; cognitive functioning and learning problems of exceptional children; administration of special education programs and services; preparation and continuing education, learning and development of the exceptional child; general studies on creativity; statistics and incidence data relating to exceptional children; those with IQ 0-25 and IQ 140 and above.

ERIC Clearinghouse on Higher Education (HE), George Washington University, 1 Dupont Circle, Suite 630, Washington, D.C. 20036. (202) 296-2597. Peter P. Muirhead, Director. All aspects of higher education: student programs, conditions, and problems in colleges and universities; faculty; graduate and professional education; governance and the management of higher educational institutions including application of corporate management techniques (e.g., systems analysis, computer simulation, organization theory); legal issues; financing; planning and evaluation; facilities-structural design, management implication and impact on the education process; curriculum and instructional problems, programs, and development; university extension programs, interinstitutional arrangements and consortiums; related state and federal programs and policies; institutional research and statistics on higher education; higher education as a social institution and its relationship within society; and comparative higher education.

ERIC Clearinghouse on Information Resources (IR), Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, Calif. 94305. (415) 497-3345. Lewis Mayhew, Director. Management, standards, operation, and use of libraries and information centers, the technology to improve their operations, and the education, training, and professional activities of librarians and information specialists; information transfer process, including research, application, development, and education. Educational techniques involved in microteaching, systems analysis, games and simulation, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and films; technology in society adaptable to education, including cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse on Junior Colleges (JC), University of California (Los Angeles), 96 Powell Library, Los Angeles, Calif. 90024. (213) 825-3931. Arthur M. Cohen, Director. Development, administration, and evaluation of public and private community and junior colleges; junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics (FL), Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209. (703) 528-4312. A. Hood Roberts, Director. Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics instruction, pedagogy, and methodology; psychology of language learning; cultural and intercultural context of languages; application of linguistics and bilingualism in language teaching; psycholinguistics; study abroad and international exchanges; related curriculum developments and problems; teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language for speakers of other languages.

ERIC Clearinghouse on Reading and Communication Skills (CS), National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801. (217) 328-3870. Bernard O'Donnell, Director. All aspects of reading—cognitive, affective, and psychomotor—and professional training, research, methodology, and organization of reading

instruction, including identification and diagnosis of reading ability and reading improvement. Teaching and learning English as a native language both as a symbol system and for speaking, listening, writing and reading literature. Educational journalism including learning and teaching of the creation, analysis, interpretation, and evaluation of journalism in print, electronic media, graphics, advertising, and public relations and training teachers at all levels. Speech sciences, action, theater, oral interpretation, public speaking, rhetoric, and communication theory.

ERIC Clearinghouse on Rural Education and Small Schools (RC), New Mexico State University, Box 3AP, Las Cruces, N.M. 88003. (505) 646-2623. Everett Edington, Director. Education of Indian Americans, Mexican Americans, and Spanish Americans; education of migratory farm workers and their children; the use of outdoor resources for recreation and as a setting for teaching of all disciplines; economic, cultural, and social factors related to educational programs in small schools and rural areas; reports and studies (not subject oriented) on non-metropolitan school systems; disadvantaged segments of rural and small school populations.

ERIC Clearinghouse on Science, Mathematics, and Environmental Education (SE), The Ohio State University, 1800 Cannon Dr., 400 Lincoln Tower, Columbus, Ohio 43210. (616) 422-6717. Robert W. Howe, Director. All levels of science, mathematics, and environmental education (elementary, secondary, higher, and continuing education); development of related curriculum and instructional materials; media; applications to science, mathematics, and environmental education with related methodological studies; impact of interest, intelligence, values, and concept development upon learning related to science, mathematics, and environmental education; related preservice and inservice teacher education and supervision.

ERIC Clearinghouse on Social Studies/Social Science Education (SO), Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colo. 80302. (303) 492-8434. Irving Morrissett, Director. All levels of social studies and social science education; social studies teachers; content of the social science disciplines; applications of learning theory, curriculum theory, child development theory and instructional theory to social science education; research and development projects, programs, and materials in social science education; the contributions of social science disciplines (educational anthropology, economics, history, sociology, and psychology) to knowledge and understanding of the educational process and a successful educational operation; education as a social science; social science education and the community; religious education; the humanities; music education; art education; and comparative education.

ERIC Clearinghouse on Teacher Education (SP), 1 Dupont Circle, Washington, D.C. 20036. (202) 293-7280. Joost Yff, Director. School personnel at all levels from preschool through university education; encompassing all issues from selection through preservice and inservice preparation and training to retirement; curriculum-oriented research reports; educational theory and philosophy; Title XI NDEA Institutes (not covered by subject specialty in other clearinghouses); general reports on education not specifically covered by Educational Management; health, physical education, and recreation.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM), Educational Testing Service (ETS), Rosedale Rd., Princeton, N.J. 08540. (609) 921-9000, X 2182. S. Donald Melville, Director. Tests, scales, inventories, or other measurement devices or instruments, including discussions of such instruments; test development and construction; reviews of tests; measurement and evaluation procedures and techniques;

applications and procedures of measurement or evaluation in educational projects of programs.

ERIC Clearinghouse on Urban Education (UD), Teachers College, Box 40, Columbia University, New York, N.Y. 10027. (212) 678-3780. Edmund W. Gordon, Director. The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations, and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

Other ERIC Units

ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation (CMIC), 2020 14th St., North, Arlington, Va. 22201. (703) 841-1212. Awarded (1974) the contract to operate microfiche reproduction service for Educational Resources Information Clearinghouse (ERIC) System. Telephone inquiries also handled at CMIC Customer Service (same telephone number). Address purchase orders to: EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210.

ERIC Processing and Reference Facility, Operations Research, Inc., Information Systems Division, 4833 Rugby Ave., Suite 303, Bethesda, Maryland 20014. (301) 656-9723. W. T. Brandhorst, Director. Jock Embry, User Services Coordinator. Receives, edits, and prepares abstracts from various ERIC Clearinghouses to go into *Resources in Education,* which is printed by the Government Printing Office. Monitors changes and additions to the ERIC Thesaurus. Publishes the *ERIC Data Base Users' Interchange* which contains information, ideas, papers, and commentaries to regular users of ERIC. *Interchange* is free and published irregularly.

Macmillan Information (Division of Macmillan Publishing Company), 866 Third Ave., New York, N.Y. 10022. (212) 935-3274. William E. Burgess, vice-president editorial. Publishers of numerous ERIC-related items, including *Current Index to Journals in Education* (CIJE) and the *ERIC Thesaurus.* Ordering address: 216 R Brown St., Riverside, N.J. 08075.

3. ERIC SEARCHING TOOLS

The ERIC system publishes two major indexes—*Resources in Education* and *Current Index to Journals in Education.* They are called RIE and CIJE for short. Both indexes are published monthly and are also available in magnetic tape format for computer retrieval.

Resources in Education

Resources in Education (RIE) abstracts and indexes recently completed (1966 to present) educational research or research-related reports, practitioner-related materials, some useful books, and other documents of educational significance, concentrating on unpublished, noncopyrighted materials. In each issue about 1,200 items are cited. They may be conference reports, Title I reports, papers presented at symposia, manuals, directories, guides, or any other printed material useful to educators. About 80 percent of material cited in each issue is available from the ERIC Document Reproduction Service in either microfiche or photocopy format. The remaining 20 percent is available from its publishers. RIE is indexed by subject (ERIC descriptors), author or investigator, and institution. Cost: $42.70/year in the U.S.; $53.40/year foreign; single copies $3.60. Source: U.S. Government Printing Office, Washington, D.C. 20402.

Current Index to Journals in Education

Current Index to Journals in Education (CIJE) indexes articles from more than 700 periodicals which, together, represent the core of eduational literature. More than 20,000 articles are indexed yearly; articles cited in CIJE are to be found **ONLY** in the journals; they are **NOT** available on microfiche. CIJE articles are indexed by subject (ERIC descriptors) and author. Annual subscription (12 issues) is $50; two semi-annuals containing both indexes and citations are $40; subscription to monthly issues, plus the two semi-annual volumes, is $90. Orders should be placed with:

Macmillan Information
216 R Brown St.
Riverside, N.J. 08075

Information concerning how to obtain cumulated issues of both RIE and CIJE appear each month in the last few pages of RIE.

Thesaurus of ERIC Descriptors

Besides the two major indexes just described, a principal ERIC reference tool is the *Thesaurus of ERIC Descriptors.* It is the source of subject headings used in RIE and CIJE indexes and provides the system for retrieving documents and journal citations in ERIC collections. It is available in paperback form from Macmillan Information. The cost (in June 1975) was $7.95 for the paperback edition.

A. DOING A MANUAL SEARCH OF ERIC

The most common search method of ERIC is the "subject" type done "manually"—e.g., without use of a computer.

Resources in Education

Four steps are recommended:

1. Refer to the Thesaurus of ERIC Descriptors. To insure that ERIC system users are not required to look up four or five synonyms for the same concept, ERIC developed a controlled vocabulary. Terms (sometimes called descriptors, or subject headings) which appear in the Thesaurus are valid for conducting an ERIC search. If, for instance, you want to know about the use of "machine indexing," you will find that the Thesaurus tells you to look under "Automatic Indexing."

In addition, the Thesaurus can be used to suggest additional concepts for your search of ERIC holdings and refine ones you have already identified. Think about the use of television to teach elementary school children. Looking up Television, we find the following:

TELEVISION 050

NT Airborne Television
Broadcast Television
Cable Television
Closed Circuit Television
Color Television
Commercial Television
Educational Television
Open Circuit Television
Overhead Television

BT Audiovisual Aids
Telecommunication

RT Acting
Broadcast Industry
Community Antennas
Electronic Equipment
Instructional Television
Journalism
Kinescope Recordings
Language Arts
Mass Media
Production Techniques
Programing (Broadcast)
Radio
Sound Effects
Sound Tracks
Special Effects
Televised Instruction
Television Commercials
Television Curriculum
Television Lighting
Television Lights
Television Repairmen
Television Research
Television Surveys
Television Teachers
Television Viewing
Transistors
Video Equipment
Video Tape Recordings

In this case, the Thesaurus helps to refine the topic—to "Educational Television." It also suggests that related terms that might also produce useful information are "Television Curriculum," "Television Teachers," and perhaps "Television Research."

2. Check Resources in Education (RIE)—With the candidate term, "Educational Television," in mind, turn to the indexes. Here is the cover page of a recent number:

Volume Number

Resources in Education

ED 092 660—094 099

Note that, in this issue, the *SUBJECT INDEX* begins on page 207.

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Turning to the Subject Index section, we find the ERIC term, Educational Television (as shown in the sample below). Under that heading, thirteen documents are listed by title, each with an ERIC Document (ED) number. This number is used to look up the full citation. For instance, the document, "Determining the Effects of Developing Readiness for Pre-School Children Via Television: A Title III Project," is ED 093 484. Back in the Table of Contents, we see that the Document Section begins on page 3. Turning to that section, we find document citations arranged in ED number order. Document ED 093 484 appears on page 118.

of Doctoral Dissertations. ERIC/IRCD Doctoral Research, Number 5.
ED 094 053
Review and Index to Research in Dance Relevant to Aesthetic Education, 1900-1968.
ED 093 893
The Sampling and Administration of the IEA Science Project in Australia 1970: A Technical Report.
ED 093 671//
Schools, Society, and Mastery Learning.
ED 093 835//
Search For Success. Toward Policy on Educational Evaluation.
ED 094 007
Self-Identification as a Tool for Temporary System Evaluation.
ED 093 569
Simulation/Games in Social Studies: What Do We Know?
ED 093 736
A Study Investigating the Differential Effects of Feedback in Producing Changes in Principals' Behavior as Perceived by Teachers.
ED 093 089
A Study of Conceptual Elements Involved in Two Physics Terms for Students of Different Cultural Backgrounds.
ED 093 684
A Study of Patterns of Perception and Explanation Exhibited by Children in Grades 3, 6, and 9 When Classifying Pictures Representing Five Biological Levels of Organization.
ED 093 568//
A Study of Teacher Competencies.
ED 093 679
Succession Socialization: Its Influence on School Administrative Candidates and Its Implication to the Exclusion of Minorities from Administration. Final Report.
ED 093 052
Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. Dissertation Abstracts.
ED 092 724
A Survey of Science Teaching in Public Schools of the United States (1971), Volume 1, Secondary Schools.
ED 093 715
Treatment, Time, and Achievement: Do Searching Modes of Study Facilitate Learning?
ED 093 788
Use of Some Discriminant Analysis Computer Programs.
ED 093 950
Variation Between Australian States in Science Achievement.
ED 093 670//
[illegible] Between Countries in Science
ED 093 672//
[illegible] of the Union
ED 093 559

Educational Resources Information Center
Change and the Teacher.
ED 092 963

Educational Responsibility
Involving Rural People in Rural Education.
ED 093 558

Educational Status Comparison
Educational Research in Five European Socialist Countries, A Survey 1970-1972: Bulgaria, Hungary, Poland, Romania, Yugoslavia. Recherche pedagogique dans cinq pays socialistes europeens, une enquete 1970-1972: Bulgarie, Hongrie, Pologne, Roumanie, Yougoslavie. Documents on Educational Research 3.
ED 093 783//
Education and [illegible]ment. The World Year Book of Educa[illegible].
ED 093 516//

Educational Strategies
Devising Strategies for Effective Education of Adults in the [illegible]veloping Countries. Proceedings of the World Confederation of Organizations of the Teaching Profession Seminar on Adult Education (8th, Nairobi, Kenya, August 6, 1973).
ED 092 732

Educational Television
The Combined Use of Radio and Television and Correspondence Courses in Higher Education. (European University and Post-University Distant Study Systems).
ED 093 247
A Community Video Center for Memphis.
ED 093 373
Design for the Assessment and Policy Analysis of the Education Satellite Communications Demonstration. Phase 2 Final Report.
ED 093 331
Determining the Effects of "Developing Readiness for Pre-School Children Via Television": A Title III Project.
ED 093 484
The Economics of Delivering Education by Television: Some Lessons for Cable Television.
ED 093 382
Educational Media and Technology: Publications from ERIC at Stanford 1967-1973. An ERIC Bibliography.
ED 093 350
Educational Television Personnel's Review of the Technical Quality, Content Criteria, and Marketability of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 31.
ED 093 356
Educational Uses of Cable Television.
ED 093 272
Instructional Television in Higher Education.
ED 093 387
Intensive Evaluation of Satellite TV Impact on Four Alaskan Villages. Supplement to Basic ESCD Evaluation Design.
ED 093 329
KOCE-TV Needs-Assessment Surveys: Target Population Reactor Groups.
ED 093 403
Prospects for Coordinated Videopublishing Among Universities.
ED 093 383
Television for the Hearing Handicapped Learner. Preservice Teacher Handbook.
ED 093 131

Educational Testing
Criterion Tests and Standardized Tests.
ED 092 957

Educational Theories
The Conceptualization of Freedom in Psychology and Education. Final Report.
ED 093 795
Dewey, China and the Philosophy of Development: A Contrast of American Progressive Educational Thought and Practice with That of Modern China.
ED 093 746
Pre-School Theories and Strategies.
ED 093 447//
A Social Panacea: A History of the Community-Junior College Ideology.
ED 093 427

Educational Trends
The Conceptualization of Freedom in Psychology and Education. Final Report.
ED 093 795
Critical Issues in the Future of American Education.
ED 093 084
Curriculum Report, Volume 3, Number 6.
ED 093 773
Issues Concerning Teacher Centers: Research and Development-Is There a Role?
ED 093 834
New Views of School and Community.
ED 093 758
Papers on Education Reform, Volume III.
ED 093 779//
Remarks at the Annual Meeting of the National Schools Committee for Economic Education, Inc.
ED 092 736
Selected Bibliography of Polish Educational Materials, Volume 12 Number 2, 1973.
ED 093 792
Selected Bibliography of Polish Educational Materials, Volume 12, Number 1, 1973.
ED 093 793

Education A[illegible] [illegible]972 Title IX
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3. **Read the citation.** The parts of the citations include:
   - ED number (sometimes called the ERIC accession number)
   - Title
   - Source
   - Sponsoring agency
   - Publication date
   - Length of document
   - Price of document in microfiche (MF) or hard copy (HC)
   - ERIC descriptors used to index the document
   - Non-ERIC terms also used to document it (Identifiers)
   - An abstract (of approximately 200 words) of its content

Here is the citation for the ED 093 484 report used earlier as an example for searching RIE. Can you identify each of the elements cited above?

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No—BR-45-70-103-3
Pub Date Aug 73
Note—114p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Academic Achievement, *Cognitive Development, Intelligence Quotient, Intervention, Longitudinal Studies, Parent Attitudes, Parent Education, *Preschool Education, *Preschool Evaluation, Questionnaires, *Race Relations, Racial Differences, Readiness, Self Concept, *Social Development, Standardized Tests

This final report of an ESEA Title III program compared the impact of a 3-year interracial preschool program on cognitive and social development on two treatment groups and a control group. Group 1 had parents and children participating in a 'preschool' classroom, and the parents also participated in parent education programs. Group 2 had a separate parent education program, but no classroom participation for either parent or child. Group 3 was a control group with no participation other than testing. The groups were drawn randomly, stratified to insure that at least one-third of the number of children in each group were disadvantaged, one-third black, that there was representation from all 11 elementary schools in the district, and approximately even sex distribution. The three major needs focused on by IPSIP were: (1) Improvement of "school readiness" of disadvantaged preschool children, (2) development of healthy self/racial concepts of all children, (3) cultivation of positive parental attitudes toward school and community. Program results showed a 20-point average rise in I.Q. as measured by the Peabody Picture Vocabulary Test (PPVT) for the disadvantaged group, and a 13-point average rise for the advantaged and disadvantaged groups at the end of the second and third years as measured by the Boehm Test of Basic Concepts. Sociometric studies show no racial bias in choice of playmates. (Author/CS)

ED 093 481 PS 007 329
Lester, Barry M.
The Effect of Malnutrition on Autonomic Reactivity to an Auditory Signal: Some Preliminary Findings.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Mar 73
Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April
EDRS Pr
POST
Desc

This children's collective manual describes a training program for parents and teachers of preschool children which is designed to encourage cooperative, community-oriented styles of group interaction in black preschool children. Developed by the Children's Collective of the Coordinated Child Care Council of South Los Angeles, the program is based on the belief that individual achievement and success eventually lead to a variety of antisocial behaviors. The paper defines the components of cooperative behavior and then provides a method for promoting it among preschool children. The major portion of the report is devoted to a description of planned activities and related materials which give these behaviors a chance to develop. Activity categories include those which encourage group interaction, group cooperation, group decision-making, self-other liking, and community and child-community interdependence. (CS)

ED 093 484 PS 007 337
Determining the Effects of "Developing Readiness for Pre-School Children Via Television": A Title III Project.
Lake Central School Corp., St. John, Ind.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis.
Pub Date Jun 73
Note—119p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Data Analysis, *Educational Television, *Kindergarten Children, Parent Reaction, Preschool Learning, *Program Evaluation, Rating Scales, *Reading Readiness, School Readiness Tests, Sex Differences, Socioeconomic Influences, Teacher Attitudes, *Televised Instruction, Television Surveys
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report attempts to measure the first year effects of a local television series designed to increase reading readiness. Kindergarten children enrolled in the Lake Central Schools were subjects for testing the effectiveness of the TV readiness program. Other evaluation inputs included kindergarten teacher rater judgements and a survey of Lake Central School Corporation parents in the viewing area of Channel 50. Data was collected and analyzed which would yield an evaluation as to: 1) the overall effectiveness of the approach as measured by results upon kindergarten children, 2) the specific effects upon children by pupil types which included sex, socio-economic status, and I.Q., 3) the apparent quality of each of the 48 films to develop readiness skills, 4) the apparent receptivity of parents of young children in the Channel 50 viewing area to the project, and 5) the basis for needed changes and revisions so as to improve the effectiveness of the project during its development period. Rating scales, test results and a complete analysis of evaluation material are included in the appendices which comprise most of this document. (Author/CS)

ED 093 485 PS 007 342
Scott, Deborah, Comp.
The Junior Kindergarten: An Annotated Bibliography.
Ontario Inst. for Studies in Education, Toronto. Library.
Pub Date Feb 74
Note—31p.
Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($2.25)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Curriculum Guides, *Early Admission, *Early Childhood Education, Educational Theories, Feasibility Studies, Literature Reviews, *Preschool Education, *Resource Materials
Identifiers—*Canada, Junior Kindergarten

This bibliography includes materials that address themselves to the problems arising in setting up "junior kindergartens" to enroll children 4 years of age. It is restricted to preschool education within a public school setting and does not deal with the question of day care centers and private nursery schools. The bibliography is divided into four sections. The first section is a general introduction to the theory of early education and provides a background against which a decision can be made on whether to establish a junior kindergarten. The second section describes a number of curriculum guidelines specifically developed for children at the junior kindergarten level, and discusses evaluations that have be carried out to assess the effectiveness of so these programs. Section 3 contains repo some educational committees set up t need for and feasibility of extendi to younger pupils. T

12

4. Locate the microfiche of desired documents in the library (if available), or order them in either microfiche or photocopy form from the ERIC Document Reproduction Service (EDRS for short), described earlier. Many large libraries subscribe on a "standing order" basis to receive ERIC microfiche as they are disseminated each month. Numerous state educational information service units also provide microfiche duplicating services. Additional information about obtaining ERIC documents follows in Section 5.

Current Index to Journals in Education

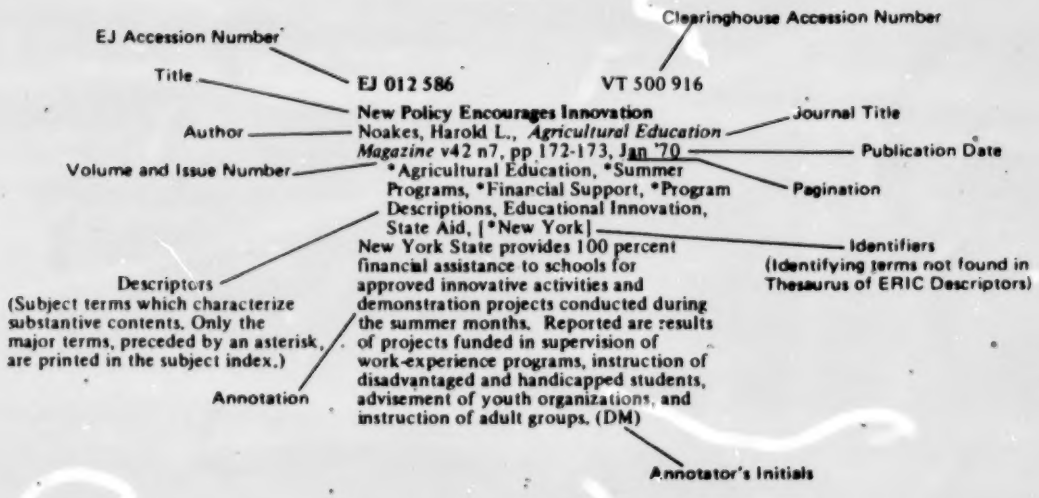
The process of using CIJE (*Current Index to Journals in Education*) is slightly different from the four steps just described for RIE. The main, important difference is that the indexed articles are **not** available from ERIC; **they must be obtained from the original journals.**

You consult the ERIC Thesaurus, as in step 1, and check the subject indexes of CIJE catalogs, as in step 2. At that point, you are directed to an EJ (ERIC Journal) number, counterpart to RIE's ED number. Try this procedure by selecting an interesting article. Then turn to the Main Entry Section where you will find the annotations arranged alphabetically by Clearinghouse name and—within each Clearinghouse—numerically by Clearinghouse accession number. This arrangement tells you which Clearinghouse prepared the bibliographic citations and assigned the indexing terms.

When you reach step 3 (read the citation) you will see that CIJE contains only short annotations about the journal articles. In some cases, where the title of the article explains its contents sufficiently, there is no annotation at all, and simply bibliographic information.

Meanings of various codes and designators are illustrated in the following example.

EXAMPLE


Clearinghouse Accession Number
EJ Accession Number
Title
EJ 012 586
VT 500 916
New Policy Encourages Innovation
Journal Title
Author
Noakes, Harold L., *Agricultural Education Magazine* v42 n7, pp 172-173, Jan '70
Publication Date
Volume and Issue Number
Pagination
*Agricultural Education, *Summer Programs, *Financial Support, *Program Descriptions, Educational Innovation, State Aid, [*New York]
Identifiers
(Identifying terms not found in Thesaurus of ERIC Descriptors)
Descriptors
(Subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.)
New York State provides 100 percent financial assistance to schools for approved innovative activities and demonstration projects conducted during the summer months. Reported are results of projects funded in supervision of work-experience programs, instruction of disadvantaged and handicapped students, advisement of youth organizations, and instruction of adult groups. (DM)
Annotation
Annotator's Initials

Step 4 in the CIJE process involves finding the journal itself in order to read the article. Most journals indexed by CIJE can be found in university libraries. In addition, each issue of CIJE contains the addresses of all journals in the front pages, which allows you to contact the publisher directly, if necessary.

RIE also can be searched by **author** and **sponsoring institution** in addition to subject. The author and institution indexes are found in the back pages of RIE.

CIJE also can be searched by **author** and **journal** in addition to subject. The author and journal contents indexes are found in the front pages of CIJE.

5. ACCESS TO ERIC RESOURCES

Microfiche Collections

In the United States (and increasingly in other parts of the world) a number of so-called "standing order" ERIC customers receive on a continuous basis the entire ERIC microfiche output. As of June 1975 approximately 500 such collections existed. Not all units receiving microfiche are open to the public, but most are. Some do not contain complete collections of earlier documents. A listing of these standing order customers and units may be obtained from the ERIC Document Reproduction Service (address below). Advance inquiry to standing order units concerning their rules and regulations, completeness of collections, and services is recommended.

Microfiche or Hardcopy Documents for Personal Collections

ERIC users who prefer to, or who must, purchase copies of materials rather than consult them in a library or other agency may obtain them either as:

*Microfiche (MF), which are 4- by 6-inch sheets of transparent film on which up to 98 full-sized pages of text can be filmed and read on a microfiche reader

or

*Hardcopy (photocopy), a full-size reproduction, on paper, of the original document.

The source of either type of copy is:

ERIC Document Reproduction Service
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

Prices vary year to year, with microfiche selling for well under $1.00 for most documents (up to about 500 pages). A 2,000 page document runs about $3.50 on microfiche.

Hardcopy prices begin at about $1.50 (for up to 25 pages), and then increase every 25 pages. A 400-page document runs about $20.00.

Any recent issue of RIE will contain exact current pricing schedules in the back pages. Or the ERIC Document Reproduction Service, address above, can be contacted for a price schedule. Postage must be included with all orders.

SPECIAL ADVICE: Individual ERIC Clearinghouses *do not* supply microfiche or hardcopy. EDRS supplies this material for the entire system. NOTE: Some state departments of education and local information centers do offer microfiche and hard-copy duplication services for local clients.

Computer Print-Outs of Bibliographic Materials

Computer print-outs of ERIC bibliographic material (NOT complete documents

as in above sources) can be obtained at nearly 150 publicly and privately operated units throughout the United States. While charges for this service vary from center to center, all are usually modest and intended chiefly to repay costs of operation. See the following section (6) for information on these centers and how to prepare for a computer search.

6. DEVELOPING AN ERIC COMPUTER SEARCH

Using a computer to help search through the thousands of entries in the ERIC data base can prove to be a cost effective and powerful way to retrieve information. Computerized information retrieval should be considered when the research question is multifaceted, requiring the coordination of two or more terms or concepts, or when the question is broad, requiring an in-depth literature review.

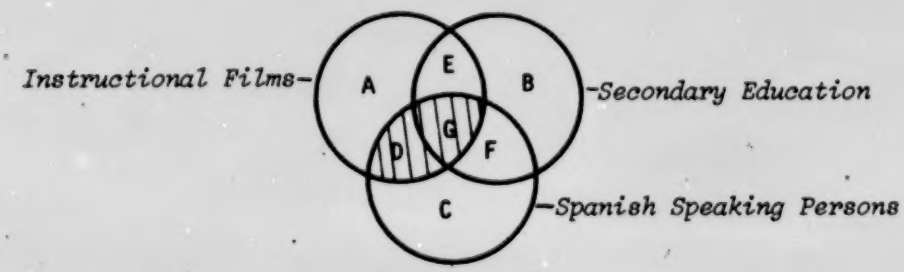
Computer searches are available from many university libraries, state departments of education, educational information centers, research centers, and commercial organizations, and from some of the ERIC Clearinghouses. For a list of the ERIC data base search services contact:

User Services Coordinator
ERIC Processing and Reference Facility
4833 Rugby Ave., Suite 303
Bethesda, Md. 20014
Telephone: (301) 656-9723

The results of a computer search look much like a bibliography. Lists of citations are printed out in the form in which they appear in CIJE or RIE. From the citations you can decide whether or not to retrieve the document in its original form.

In order to have an effective computer search performed, you should be familiar with some of the basic components of the process. The first component is the "search strategy"—the statement of the research problem formulated in terms that the computer is able to recognize and deal with. In the ERIC system the problem must be translated into ERIC descriptors and set up using a Boolean search technique.

A Boolean search technique allows the computer to sort out only those citations which satisfy the needs of the particular research problem. In order to accomplish this sorting the computer is instructed to establish "sets" of information on a given subject and then to combine those sets to retrieve the relevant items. Drawn below is a "Venn diagram" consisting of three overlapping circles. We can visualize these circles as sets of information about a given subject. Circle A might contain citations about instructional films; Circle B, information about secondary education; and Circle C, information about Spanish speaking persons.



By looking at the diagram it becomes obvious that information about using instructional films at the secondary level would be contained in the area marked E + G. Information about using instructional films with Spanish speaking individuals would be found in area marked D + G; and information about using instructional films with Spanish speaking students at the secondary level would be found in the area marked G. It is also obvious from the diagram that the more narrowly defined the topic, the smaller the number of items in the set. Each report in such a narrowly defined set should be highly relevant.

With this background it is easy to see that you must be very clear about the information needed to answer the question. The search analyst who conducts the search for you will probably ask questions or have a form that is designed to elicit information that can be translated into the Boolean search formula. Typical questions are:

What age or school level will you be dealing with?

What media or teaching method are you interested in?

What type of document (journal article, conference report, curriculum guide) are you most likely to need?

Other questions may be designed to find out whether you desire broad general coverage of the topic with the possibility of retrieving some irrelevant information, or a tightly defined coverage with the possibility of missing a few relevant items.

The costs of a computer search vary significantly depending on whether you must pay for the whole cost of the search or whether the cost is being underwritten in whole or in part by the school district, state department of education, or other agency. The agency that conducts your search will be able to give you an estimate of its cost.

7. ADDING MATERIALS TO ERIC

Teachers, administrators, supervisors, librarians, researchers, media specialists, and others are invited to share through ERIC the worthwhile publications, procedures, "how-to-do-it" items, and ideas they have developed—in printed or typed form. (Unfortunately, there is as yet no provision for accepting nonprint items—films, filmstrips, videotapes, audio recordings, and the like.)

The following standards and procedures apply to material submitted to ERIC:

1. Items should be in 8½" x 11" format.
2. Two legible copies are required; dittoes are NOT acceptable.
3. Documents may be type-set, typewritten, Xeroxed, or mimeographed. One should be an original. They must be easily readable. Reprints of journal articles (or manuscripts for them) are not accepted for RIE.
4. Letters should be cleanly and fully formed, made with clean type in sharp contrast to the background (paper).
5. Each item should be accompanied by a statement from the sender stating whether it is copyrighted (giving publisher and price, if applicable) and, if possible, granting copyright release to permit it to be entered, if appropriate, into the ERIC system. (Copyrighted items for which releases are not granted will be announced as available from their original sources.)
6. Uncopyrighted items that are accepted can be made available in microfiche and/or hardcopy form through usual ERIC procedures.
7. Once a document has been announced in RIE, the sender receives a card giving identification number and ordering information.

Items submitted under the above conditions should be addressed to "Director of Acquisitions" of the Clearinghouse most closely related to their contents.

If you are uncertain of which Clearinghouse your materials should be sent to, you may mail them to: Manager, Acquisitions and Document Control Department, ERIC Processing and Reference Facility, Operations Research Inc., 4833 Rugby Ave., Suite 303, Bethesda, Md. 20014. They will be forwarded to the appropriate Clearinghouse by this facility.

8. FOR FURTHER INFORMATION

The following resources have been chosen for their usefulness to persons wishing to learn about the general ERIC system, their timeliness, and their ease of availability. A select number of publications concerning microreproduction and information programs have been included for those wishing to pursue these subjects further. This listing should be considered a starting point for further information, and not a complete bibliography.

Print Materials

"Directory of ERIC Microfiche Collections (Arranged by Geographic Locations)." Arlington, Va.: ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. Issued irregularly, free.

Embry, Jonathan D., et al. *Survey of ERIC Data Base Search Services.* Washington, D.C.: Educational Resources Information Center, National Institute of Education, July 1974, 29 pp. ED 094 750. Microfiche 76c, hardcopy $1.95.

ERIC: A Profile. Washington, D.C.: Educational Resources Information Center, National Institute of Education. Issued irregularly, free.

ERIC Information Analysis Products 1967-1972 (1973). Riverside, N.J.: Macmillan Information, 216R Brown St., Riverside, N.J. 08075. $14.95.

Ervin, Sharon B. *Everyman's Guide: An ERIC Search System for Social Studies Teachers, Consultants and Librarians.* Boulder, Colo.: ERIC Clearinghouse for Social Studies, Social Science Education, 1971, 16 pp. ED 049 960. Microfiche 76c, hardcopy $1.58.

How to Use ERIC. Washington, D.C.: National Institute of Education, 1972, 16 pp. Free.

Garman, Marcia. *Doing a Literature Search in an Information Center.* Redwood City, Calif.: San Mateo County, 1972, 97 pp. ED 066 894. Microfiche 76c, hardcopy $4.43. A study guide with five lessons to train information specialists to search ERIC.

A Guide to Educational Resources. Stanford: ERIC Clearinghouse on Information Resources, 1975, $3.50. Order from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks made payable to "Box E" must be included with orders.

Guide to Microreproduction Equipment, 5th edition. National Microfilm Association, 8728 Colesville Rd., Silver Spring, Md. 20910, 1974, 793 pp., $21. Specifications of more than 400 models of cameras, readers, reader-printers, processors, duplicators, enlargers, and other items associated with micrographics and microforms.

Hug, William E., editor. *Strategies for Change in Information Programs.* New York: R. R. Bowker, 1974, 373 pp., $13.95. The nature of change in education and information professions; strategies for effecting changes in preparation of media professionals to meet emerging requirements.

Jewell, Sharon, and W. T. Brandhorst, *Search Strategy Tutorial: Searcher's Kit.* Washington, D.C.: Educational Resources Information Center. From ERIC Data Base Users Conference, Columbus, Ohio, 1973, 86 pp. ED 082 763. Microfiche 76c, hardcopy $4.43.

Microform Source Book: 1974-1975. Microform Publishing Co., P.O. Box 713, Wykagl Station, New Rochelle, N.Y. 10804, 1974, 224 pp., $26.50. A single-source reference guide to the microfilm industry—its products and services. Provides name-and-address data on 21 categories of organizations, consultants, associations, and service companies.

Simmons, Robert M., *A Library User's Guide to ERIC,* Stanford: ERIC Clearinghouse on Information Resources, 31 pp., 75c single copy, 50c each multiple copies from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks made payable to Box E must be included with orders. Also available through ERIC; ED number not available at press time.

Sitts, Maxine, et al. "Information Resources: A New ERIC Clearinghouse," in *Educational Media Yearbook: 1974.* New York: R. R. Bowker, 1974, $19.75, pp. 99-105.

Spigai, Frances G. *The Invisible Medium: The State of the Art of Microform and a Guide to the Literature.* Stanford: ERIC Clearinghouse on Information Resources, 1973, 38 pp. ED 075 029. Microfiche 76c, hardcopy $1.95.

Veaner, Allen B., and Alan M. Meckler, *Microform Market Place, 1974-1975.* Microform Review, Inc., P.O. Box 1297, Weston, Conn. 06880, 1974, 124 pp., $7.00.

Audiovisual or Multimedia Materials

Davis, James E., Project Coordinator. *ERIC: What It Is, How to Use It.* Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1974. A multimedia kit (three filmstrips and three audiotapes): "An Introduction to ERIC"; "Learning to Use ERIC"; and "Doing an ERIC Search." The kit includes an instructor's manual and mock-ups of various ERIC search tools. $35.00 from: Order Section, National Audiovisual Center, Washington, D.C. 20409. Checks must be made payable to: National Archives Trust Fund.

Untitled, Set of 28 slides and a script (media- or library-oriented) explaining the ERIC Clearinghouse on Information Resources. $20.00 from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks made payable to "Box E" must be included with orders.

Selected Associations and Agencies

Although not comprehensive, the following list includes associations and agencies which are national in scope, non-profit, and involved with educational information handling. Contact with one or more of them would probably be helpful to readers of this publication.

American Library Association (ALA), 50 E. Huron St., Chicago, Ill. 60611. Robert Wedgewood, Executive Director. Major organization in the library profession emphasizing the significance of books, ideas, and library services in improving American life. Publishes the journal *American Libraries,* numerous books, reports, and division newsletters. Its Information Science and Automation Division (Donald Hammer, Executive Secretary) is concerned with library automation and the information sciences, including implementation of automated systems of information storage, retrieval, and management. This division publishes *The Journal of Library Automation.* ALA's Association of College and Research Libraries (ACRL) (Beverly Lynch, Executive Secretary) studies applications of automated, computer-based systems in storing and retrieving information. Publishes the journals *College and Research Libraries* and *Choice.* ALA's Resources and Technical Services Division (RTSD) (Carol Raney Kelm,

Executive Secretary) is concerned with computer applications in information storage and retrieval. Publishes the journal *Library Resources and Technical Services.*

American Society for Information Science (ASIS), 1155 16th St., N.W., Washington, D.C. 20036. Joshua I. Smith, Executive Director. Nonprofit professional organization interested in the creation, organization, dissemination, utilization, and transfer of information. Publishes *Journal of the American Society for Information Science, Bulletin of the American Society for Information Science,* numerous books and monographs of interest to information specialists. Its recently established special interest group on Information Services to Education provides a focus of activity for individuals involved with information services in that general area.

Association for Educational Communications and Technology (AECT), 1201 16th St. N.W., Washington, D.C. 20036. Howard B. Hitchens, Executive Director. A professional association focusing on learning and instructional technology, especially with respect to media management, media product development, and instructional program development. Publishes the journals *Audiovisual Instruction, AV Communication Review, Learning Resources,* numerous monographs, books, reports. Its Information Systems Division is concerned with the design and use of information systems, and the development of indexes, abstracts, selection guides, and directories of nonprint materials.

Association of Scientific Information Dissemination Centers (ASIDIC), c/o Center for Information Services, Campus Computing Network, University of California, Los Angeles, Calif. 90024. R. Bruce Briggs, Secretary. Includes representatives of industry, education, and government who promote applications of technology of information storage and retrieval through meetings, workshops, and seminars; recommends standards, formats, and codes. Publishes *ASIDIC Newsletter,* books, monographs, reports.

Center for the Study of Information and Education, 130 Huntington Hall, Syracuse University, Syracuse, N.Y. 13210. Donald P. Ely, Director. Studies and documents interrelationships of formal education and information agencies, particularly schools and libraries. Has given special attention to the development and use of comprehensive community-wide information programs and facilities. Publishes reports and monographs.

National Commission on Libraries and Information Science (NCLIS), 1717 K St. N.W., Washington, D.C. 20006. Alphonse Trezza, Executive Director. An independent agency operating within the executive branch of the federal government charged with developing and recommending plans to provide adequate library and information service to the U.S. Seeks especially to improve library and information networks and linkages throughout the country.

Special Libraries Association (SLA), 235 Park Ave. S., New York, N.Y. 10003. F. E. McKenna, Executive Director. An international organization of professional library and information specialists serving industry, education, business, research, and technical institutions as well as units of government, special departments of university and college libraries, newspapers, and other organizations. Publishes the journal *Special Libraries.*

ERIC Ordering Information

To order documents with ED numbers, send a check for the purchase price plus 18c for each document ordered to: EDRS, P.O. Box 190, Arlington, Virginia 22210. Always order by ED number. Individual Clearinghouses cannot fill these requests.